



July, 2013

Dear Educators,

On behalf of all of MCESA, we are excited that you are using our content specific assessments in your school or district. We sincerely hope that the assessments help you to measure student achievement and provide useful information about student learning.

Attached are the item specifications that accompany each particular assessment. These item specifications can serve as a useful tool for curriculum mapping activities. To support your use of items specifications, we have a few important points to consider.

- The item specifications were written for a very specific audience and purpose. They serve as a bridge between the standards and the assessment. The item specifications define for test writers what counts as testable content from the standards. They delineate what could appear on a test or what should not appear on a test. Item writers used the item specifications to write test items.
- The specifications may use *i.e.* or *e.g.* when listing testable content. *E.g.* means that these things are eligible to be included on the assessment, but the test writer is not limited to them. They are examples. *I.e.* means that the test content is limited to only those items listed.
- Although the item specifications show that certain standards are not addressed on the MCESA content specific (multiple choice) assessment, this does not mean that teachers are not responsible for teaching those standards. Teachers are responsible for teaching all of the state standards.

For more information about how to use item specifications, please refer to the MCESA Assessment webpage for webcasts that explain in detail the assessment development process and the use of item specifications. Also look for announcements about face-to-face workshops related to instruction or assessment use. <http://education.maricopa.gov/site/Default.aspx?PageID=263>

Sincerely,

MCESA Assessment Department

Visual Arts High School – Item Specifications for Summative Assessment

Written by teachers working in collaboration with MCESA.

Code	Content Statement	Item Specifications	Depth of Knowledge Essence
S1C1-301	Contribute to a discussion about ideas for his or her own artwork.	Assessed by performance assessment	DOK 3
S1C1-302	Make and explain revisions in his or her own artwork.	Assessed by performance assessment	DOK 3
S1C1-303	Develop and revise plans, (e.g., sketches, models, and notes) for his or her own artwork and select the best option.	Assessed by performance assessment	DOK 2
S1C1-304	Contribute his or her own artwork for an exhibition and/or portfolio.	Assessed by performance assessment	DOK 2
S1C2-301	Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.	<p>Performance based and multiple choice</p> <p>Performance-based items should clarify the relationship between tools, materials, and/or techniques through an explanation of experimentation in the student’s work.</p> <p>Performance-based items may ask students to identify a variety of drawing techniques, painting techniques, ceramic techniques, etc., in his or her own artwork.</p> <p>Multiple-choice items can focus on identifying materials, tools, and techniques in artwork that is not student-created.</p>	DOK 1
S1C2-302	Demonstrate purposeful use of a range of materials, tools, and techniques in his or her own artwork.	Assessed by performance assessment	DOK 2
S1C3-301	Identify, select, and use elements and principles to organize the composition in his or her own artwork.	<p>Performance based and multiple choice</p> <p>Performance-based items can focus on selecting the elements of art and principles of design to use in a composition.</p> <p>Multiple-choice items can focus on identifying elements of art and principles of design in artwork that is not student-created.</p>	DOK 1: identify DOK 2: select and use

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		Definitions should be standardized. Use ArtLex as a resource.	
S1C3-302	Solve complex compositional problems in his or her own artwork.	Assessed by performance assessment	DOK 3
S1C4-301	Demonstrate purposeful use of subject matter, symbols and/or themes in his or her own artwork.	Assessed by performance assessment	DOK 3
S1C4-302	Create artwork that communicate substantive meanings or achieve intended purposes (e.g., cultural, political, personal, spiritual, and commercial).	Assessed by performance assessment	DOK 3
S1C5-301	Identify successful aspects of his or her own artwork and possible revisions.	Assessed by performance assessment	DOK 3
S1C5-302	Identify and apply technical, functional, formal, and/or expressive criteria in the evaluation of his or her own artwork (e.g., self-evaluations, group critiques, artist’s statements).	Assessed by performance assessment	DOK 3
S1C5-303	Select his or her own artwork for an exhibition and/or a portfolio that demonstrates artistic achievement.	Assessed by performance assessment	DOK 2
S2C1-301	Contribute to a discussion about who artists are, what they do, and why they create art.	<p>Items may ask students to recall a previously viewed artwork or make an inference on a new work of art based on previous experiences. If items refer to an artwork without including an accompanying image, the artwork should be well known to high school students. Examples of well-known artworks include <i>Mona Lisa</i>, <i>Starry Night</i>, <i>The Scream</i>, Andy Warhol’s <i>Marilyn</i>, and Leonardo da Vinci’s <i>Last Supper</i>.</p> <p>Include types of artists, such as painter, photographer, sculptor, graphic designer, illustrator, ceramicist/potter, and others.</p> <p>Include reasons that artists create, such as communication, expression, awareness, persuasion, social commentary, religious expression, among others.</p> <p>Give examples of artists and determine from the reading what</p>	<p>DOK 1: recall</p> <p>DOK 2: inference</p>

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		<p>they do and why they create.</p> <p>Use images plus information about the artist and the culture in which the artwork was created to provide context for an inference.</p>	
S2C1-302	Discuss how artworks are used to communicate stories, ideas, and emotions.	<p>Items can ask students to identify a mood or feeling depicted in a work of art previously viewed. If items refer to an artwork without including an accompanying image, the artwork should be well known to high school students. Examples of well-known artworks include <i>Mona Lisa</i>, <i>Starry Night</i>, <i>The Scream</i>, Andy Warhol's <i>Marilyn</i>, and Leonardo da Vinci's <i>Last Supper</i>.</p> <p>Items can ask students to make an inference of the mood or feeling of a new work of art based on previous experiences.</p> <p>Images that depict emotion/feelings, stories, or ideas may be used.</p>	<p>DOK 1: recall</p> <p>DOK 2: inference</p>
S2C1-303	Discuss what an artworld is and its place in culture.	<p>Items can ask students to make inferences about what an artwork is, or draw conclusions based on information provided.</p> <p>Use written information regarding a work of art or a culture, and an image.</p> <p>Possible cultures include American, Mexican, Native American, African, Egyptian, Greek, prehistoric, etc.</p>	<p>DOK 2</p> <p>DOK 3</p>
S2C1-304	Discuss the roles and career paths of various artworld experts (e.g., critics, art historians, curators, archeologists, conservators, and others).	Identify/match art roles and careers with descriptions.	DOK 1
S2C1-305	Make connections between art and other curricular areas (e.g., clay production relates to science, contextual information relates to social studies).	Classify and draw conclusions about how art is related to other content areas, including, but not limited to, science, math, literature, and history.	DOK 2

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S2C1-306	Discuss how artworks reflect ideas, images, and symbols from the culture within which they were made.	<p>Identify ideas, images, and symbols from various cultures.</p> <p>Compare and identify cultural patterns, ideas, and symbolism.</p> <p>Compare ideas, images, and symbols from different cultures.</p> <p>Items may use images of symbols from various cultures as well as artworks with symbolism.</p> <p>Possible cultures include American, Mexican, Native American, African, Egyptian, Greek, prehistoric, etc.</p>	<p>DOK 1</p> <p>DOK 2</p> <p>DOK 3</p>
S2C2-301	Identify the relationship between tools, materials, and/or techniques.	Identify/match tools to their uses.	DOK 1
S2C2-302	Describe and analyze what tools, materials, and techniques were used to create artwork from diverse cultures and times.	<p>Items should include tools, materials, and/or techniques from diverse cultures and times. Items may include information about the culture and time period in which a work of art was created to provide context. Items may also include information about the technology the artist used in order to provide context for students to describe or analyze how a work of art was made.</p> <p>Images of various tools, drawing techniques, painting techniques, printmaking techniques, etc., may be used.</p> <p>Images of artwork from diverse cultures and times may be used.</p> <p>Possible cultures include American, Mexican, Native American, African, Egyptian, Greek, prehistoric, etc.</p>	<p>DOK 1</p> <p>DOK 2</p> <p>DOK 3</p>
S2C2-303	Describe how scientific and technological advances influence the materials, tools, and techniques used by artists.	<p>Items may use identifying/matching.</p> <p>Items may ask students to predict what a tool can do or to sequence the order of development of technology.</p> <p>Items may ask students to describe how technological advances influenced the ways that artists work. Possibilities include: perspective, paint tubes, cameras, presses, printers, silk-</p>	<p>DOK 1</p> <p>DOK 2</p> <p>DOK 3</p>

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		screening, stamping, carving, collage, computer, etc. Use images and written descriptions for items.	
S2C2-304	Analyze how resources available in the artist’s environment affect choices in tools, materials, and techniques.	Items can use cause and effect and categorization. Items may ask students to draw conclusions. Use written information/images as part of the item.	DOK 2 DOK 3
S2C3-301	Analyze visual/tactile characteristics of artworks from diverse cultures, different places, or times.	Items can use distinguishing/predicting. Items may ask students to differentiate or draw conclusions. Use images/written information as part of the item. Describe visual and tactile characteristics in terms of the elements of art and principles of design. Possible cultures include American, Mexican, Native American, African, Egyptian, Greek, prehistoric, etc.	DOK 2 DOK 3
S2C4-301	Interpret meanings and/or purposes of an artwork using subject matter, symbols, and/or themes.	Items may ask students to infer meanings and draw conclusions.	DOK 2 DOK 3
S2C4-302	Discuss themes in artworks that illustrate common human experiences that transcend culture, time, and place.	Compare universal themes between cultures. Theme: a unifying idea for an artwork (e.g., love, hate, anger, death, compassion, jealousy, greed, and gluttony). Images of themes may be used. Reference artwork and artist when appropriate and include in item. Possible cultures include American, Mexican, Native American, African, Egyptian, Greek, prehistoric, etc.	DOK 2

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S2C4-303	Use contextual information to investigate and interpret meanings and purposes in artworks from the viewpoint of the culture in which it was made.	Use context clues or cite evidence to support the value within an artwork based on written information.	DOK 2
S2C5-301	Contribute to a discussion about why artworks have been valued within the context of the culture in which they were made.	Use context clues or cite evidence to support the value within an artwork based on written information.	DOK 2
S2C5-302	Demonstrate respect while responding to others’ artwork.	This performance objective will not be formally assessed. (NA)	
S2C5-303	Compare the characteristics of artworks valued by diverse cultures.	Items can use identifying/matching, compare/match characteristics. Use images for compare and contrast. Reference artwork and artist when appropriate and include in item. Possible cultures include American, Mexican, Native American, African, Egyptian, Greek, prehistoric, etc.	DOK 1 DOK 2
S3C1-301	Debate opinions about issues associated with art (e.g., nature and value) with the opinions of their peers.	Assessed by performance assessment	DOK 3
S3C1-302	Debate whether art is different from visual culture in general.	Differentiate between fine art and visual culture images	DOK 3
S3C1-303	Discuss reasons why people value art (e.g., sentimental, financial, religious, political, historical).	Items may ask students to recall information from a previously-viewed image. If items refer to an artwork without including an accompanying image, the artwork should be well known to high school students. Examples of well-known artworks include <i>Mona Lisa</i> , <i>Starry Night</i> , <i>The Scream</i> , <i>Andy Warhol’s Marilyn</i> , and <i>Leonardo da Vinci’s Last Supper</i> . Use inference based on previous experiences. Items may include reasons such as aesthetic, sentimental, financial, religious, political, and historical, among others. Items may discuss the use, purpose, and application of aesthetic theories as reasons to value art. (Theories of Art: Expressivism,	DOK 1 DOK 2

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		Formalism, Imitationalism, Instrumentalism)	
S3C1-304	Discuss people’s criteria for determining how, or whether, art should be cared for and/or protected.	<p>Items can have students recall information and apply it.</p> <p>Items may include a statement or passage that goes along with an image. Items may discuss the different ways art may be protected, including physical and environmental protection, restoration, and copyright protection.</p> <p>Items may discuss the use, purpose, and application of aesthetic theories as criteria for determining whether to care for and protect art. (Theories of Art: Expressivism, Formalism, Imitationalism, Instrumentalism). Items may also discuss other criteria for determining how or whether to care for art.</p>	DOK 2
S3C1-305	Articulate multiple aesthetic theories associated with the value of art (e.g., expressivism, formalism, imitationalism, and others).	<p>Items may ask students to recall information from previously viewed artworks. If items refer to an artwork without including an accompanying image, the artwork should be well known to high school students. Examples of well-known artworks include <i>Mona Lisa</i>, <i>Starry Night</i>, <i>The Scream</i>, Andy Warhol’s <i>Marilyn</i>, and Leonardo da Vinci’s <i>Last Supper</i>.</p> <p>Items may ask students to make an inference based on previous experiences.</p> <p>Artwork may be included.</p> <p>Differentiate between aesthetic theories: Instrumentalism, Expressivism, Imitationalism, Institutionalism, and Formalism.</p>	DOK 1 DOK 2 DOK 3
S3C2-301	Analyze how an artist’s use of tools and techniques affect an artwork’s meaning, purpose, and value.	<p>Draw conclusions about how an artist uses tools and techniques. Analyze how the tools and techniques affect meaning, purpose, or value.</p> <p>Passages with an image can be used.</p>	DOK 3

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S3C5-301	Understand how the difference in quality between an original and a reproduction affects the viewer’s interpretation of an artwork (e.g., make a museum/artist’s studio visit to compare details, size, luminosity, three dimensionality, surface texture).	Performance based and multiple choice Items should focus only on the quality differences, not the interpretation.	DOK 2
S3C5-302	Distinguish art preferences “I like it because…” from art judgments “It is good because…” from cultural judgments “It is important because…”.	Assessed by performance assessment	DOK 1
S3C5-303	Use an art theory to make and support a judgment about the quality of an artwork.	Items may ask students to judge the success of a work of art based on the criteria set by one of four aesthetic theories: Expressivism, Formalism, Imitationalism, Instrumentalism. Items may ask students to identify various art theories or to match an art theory to a work of art. Items may discuss the use, purpose/function, and application of aesthetic theories.	DOK 2 DOK 1